Engaging Youth in Substance Abuse Prevention
Laurie Jo Wallace
11/10/03

OPERATOR: This is a recording of the Education Development Center, Inc. conference call, taking place on Monday, November 10, 2003 at 10:00 AM Central time. Today's moderator is Ms. Tania Garcia. And the conference title is "Engaging Youth in Substance Abuse Prevention."

Please stand by, everyone. We're about to begin.

Good day and welcome to today's Education Development Center "Youth Involvement in Substance Abuse Prevention" Conference Call. Today's call is being recorded. All lines will be open throughout today's call, so please use your mute button when not speaking, and please do not place your phone on hold, as this feeds your on hold music into our conference.

For opening remarks and introduction, at this time I would like to turn the call over to Aurora Matzkin. Please go ahead, ma'am.

AURORA MATZKIN: Hi, everybody. This is Aurora Matzkin, from the Northeast Center for the Application of Prevention Technologies. Thank you for joining CSAP's Northeast CAPT Technical Assistance audioconference on "Engaging Youth in Substance Abuse Prevention." This event is funded through SAMHSA's Center for Substance Abuse Prevention, and the U.S. Department of Education Grant to Reduce Alcohol Abuse. Today, our presenter is Laurie Jo Wallace. She is the director for The Medical Foundation's New Youth Development Division. I'm hearing some interference on my line. I'm sorry to interrupt. Is anybody else hearing that?

WOMAN: I'm hearing it.

MAN: I'm hearing it, too. Little bit, yeah.

WOMAN: I'm hearing it, too.

AURORA MATZKIN: I'm wondering if it's just my phone line.

WOMAN: Sounds like a tape recorder.

AURORA MATZKIN: That's a little strange. I'm going to change phones. I'll tell you a little bit more about Ms. Wallace, first, though. She's the Director of The Medical Foundation's New Youth Development Division. She has over 13 years promoting healthy communities in Boston, has special expertise in the area of youth development, and has provided training and support to numerous programs, coalitions, and youth service agencies in the Boston, Massachusetts, the region, and nationally.

There's more information about Laurie Jo on the audioconference web site. Laurie Jo, would you like to say hello? Hopefully, you have less interference on your line.

LAURIE JO WALLACE: Sure. Hello! How are you all? Aurora, are you going to continue, or do you want me to—

A. MATZKIN: I'm hoping that this is better. Is this better?

L. WALLACE: Yes.

A. MATZKIN: Thank you for your patience, everyone.

First, is there anyone who had difficulty accessing the materials for this event?

WOMAN: No.

MAN: No, not really.

WOMAN: No.

A. MATZKIN: Should we go over where the web site is?

WOMAN: I got it.

A. MATZKIN: I'm going to give a quick, a really quick review of the web site, I think that there are a couple of people out there who have their mute buttons on, and we can't hear them.

If you simply go to the Northeast CAPT web site, which is N-E-C-A-P-T dot org, and you click on Services, which is on the top menu, and then Technology, and then select Audioconferences. Scroll down to the bottom of that page, and select Engaging Youth in Substance Abuse Prevention, and there you are at our wonderful audioconference web site. The handouts are downloadable right there. There's also some audioconference information, and presenter bios, as well as the agenda.

Before we move on to our presentation, we'd like to have each person joining the call introduce themselves, and let us know where you are from. If there's more than one person at your location, we'd love to have just one person say hello. But *do* let us know who's in the room with you, and how many of you there are. The operator will prompt you, one at a time. Renee, can you prompt folks to introduce themselves?

OPERATOR: I'll go ahead right now. We'll start with Marianne Feely.

MARIANNE FEELY: Marianne Feely, Farmington Middle School East. I coordinate Project Northland in the Farmington school districts.

OPERATOR: Lynne Gochenaur? Lynne Gochenaur? We'll go back to that line. Ruth Drake? Ruth Drake? Adam Valencia?

ADAM VALENCIA: Yes. Good morning. This is Adam Valencia from Tulare County Office of Education in California. I oversee Reconnecting Youth.

OPERATOR: Fiona Belieu? Fiona Belieu?

FIONA BELIEU: This is Fiona. Can you hear me?

OPERATOR: Yes. Just a little bit.

F. BELIEU: Okay, I'll try and get closer to the mic. I'm here with Linda, Dodie, and Matthew Bennett. And we're from Carlisle, Pennsylvania. And we're a drug and alcohol prevention agency. We work a lot with youth.

OPERATOR: We'll go back to Adam Valencia.

A. VALENCIA: Hi, this is Adam Valencia from Tulare County Office of Education in California. How's everybody doing today?

WOMAN: Hi.

MAN: Great.

A. VALENCIA: Good. Good. I oversee Reconnecting Youth.

OPERATOR: Susan Hunt?

SUSAN HUNT: Good morning. I'm from Glendale, California. Hi, Adam!

A. VALENCIA: Hi, how are you doing?!

S. HUNT: Great!

A. VALENCIA: Good! Good!

S. HUNT: Looking forward to seeing you next week!

A. VALENCIA: Yes, that's right! We'll see you next week!

S. HUNT: I coordinate Project SUCCESS in the Glendale Unified School District. This is our first year, so we're just getting rolling.

OPERATOR: Tammam Kinan?

TAMMAM KINAN: We're here in Niagara Falls, New York, in an alcohol prevention and substance abuse and alcohol treatment and prevention agency. And there are four of us participating.

OPERATOR: Jeremy Bloeser?

JEREMY BLOESER: Hi, I'm from Erie, Pennsylvania. And I work with the drug and alcohol prevention and student assistance programs.

OPERATOR: Kim Strauser?

KIM STRAUSER: Hi, I'm Kim Strauser, the Director of Prevention for the Allegheny Council.

OPERATOR: Lillian Abelson? Lillian Abelson? We'll go to Diane Hipp.

DIANE HIPP: This is Diane Hipp. And I'm with CSAP's Western CAPT. I do all the training and technical assistance for the Western Region grantees. Hello, Adam. Hello, Susan.

OPERATOR: Marla Klein?

MARLA KLEIN: I'm Marla Klein. I'm here with Noelle. We're from Bergen County, New Jersey. We coordinate the Municipal Alliance Drug and Alcohol Prevention.

OPERATOR: Darryl Brake?

DARRYL BRAKE: Hi. I'm Darryl Brake, and I'm with the Summit County Community Partnership, which is a substance abuse prevention coalition, in Akron, Ohio. And I'm project coordinator. And I am also project coordinator for the forcing underage drinking laws initiative.

OPERATOR: Patricia Walsh?

PATRICIA WALSH: Hello? Can you hear me?

OPERATOR: Yes.

P. WALSH: Okay, good. I'm from York, Pennsylvania. And this is Family-Child Resources, Incorporated. We work with kids and families in a number of different ways, both therapeutic, as well as educational.

OPERATOR: Judy Johnson?

JUDY JOHNSON: Yes, Judy Johnson from Lakeville, Minnesota. We are recipients of the grant to Reduce Alcohol Abuse.

OPERATOR: Carolyn Smith?

CAROLYN SMITH: Hi, this is Carolyn Smith, from San Juan Unified School District, in Sacramento, California. I coordinate prevention and intervention programs.

OPERATOR: Mac McDevitt?

MAC MCDEVITT: Hi. I'm Mac McDevitt. I'm with the prevention team in upstate New York, in Ticonderoga, New York. And I'm working on a program called Connecting Youth and Communities, which is a lot like Communities that Care, that's building coalitions in local communities to deal with teen problem behaviors.

OPERATOR: Margaret Brennan?

MARGARET BRENNAN: Hi, I'm a community prevention coordinator for Rensselaer County, New York. And we have five community coalitions in our county that I'm working with.

OPERATOR: Karen Jensen?

KAREN JENSEN: I'm Karen Jensen, from the New Hampshire Department of Justice. I administer the Enforcing Underage Drinking Laws Grant.

OPERATOR: Olmon Hairston?

OLMON HAIRSTON: District 75, New York City Department of Education. I'm the director of the drug prevention program for special ed. students throughout New York City. We have over 60 sites throughout the five boroughs. And we're working off of the federal grant for alcohol abuse.

OPERATOR: John Hamilton?

JOHN HAMILTON: I'm John Hamilton, with LMG Programs, a substance abuse prevention and treatment agency in Fairfield County, Connecticut.

OPERATOR: Allen Millett?

ALLEN MILLETT: Hi, my name is Allen Millett. I'm in Newcastle, Maine. I work for an agency called Youth Promise, and I'm the director of the One Maine Initiative for SAD 40—School District, which is working at reducing both alcohol and tobacco usage and drug usage, throughout that district.

OPERATOR: Debbie Parent?

DEBBIE PARENT: Hi, Debbie Parent, community prevention coordinator for Franklin County, working on the Communities that Care Model.

OPERATOR: Montean Jackson?

MONTEAN JACKSON: Hi, good morning. This is Montean Jackson, from Fairbanks, Alaska. I am the Fairbanks North Start Borough School District Director of Safe and Drug-Free Schools, and we currently have a Project SUCCESS Grant.

OPERATOR: Mary Bork?

MARTI TEMPLETON: Hi. This is Marti Templeton, sitting in for Mary Bork. And John Stanton is sitting here with me. We're from the Lane Education Service District, in Eugene, Oregon. We have a grant to reduce alcohol abuse, and we are both alcohol abuse prevention coordinators.

OPERATOR: And, finally, Marion Gage.

MARION GAGE: Good morning. This is Marion Gage, from Butte County, California. I am a coordinator in support of 15 school districts in the county. We have a grant to reduce alcohol abuse, which uses All Stars and Towards No Drug Abuse, and Youth Development Strategies.

OPERATOR: Thank you. We just had Michael Prutsman join. Sir, can you hear the conference? Mr. Prutsman?

MICHAEL PRUTSMAN: Yes.

OPERATOR: All right, sir. Is there anyone sitting with you today at your location?

M. PRUTSMAN: No, there isn't.

OPERATOR: All right. Ms. Matzkin, would you like to proceed?

A. MATZKIN: Thank you very much.

OPERATOR: Thank you!

RUTH DRAKE: Hi, Aurora?

A. MATZKIN: Yes?

R. DRAKE: This is Ruth Drake, from the Alcoholism Council in Fulton County. I finally figured out the technology.

A. MATZKIN: Oh, good. I'm glad to hear it.

R. DRAKE: And I'm sitting here with Micah Schrom. He's the prevention educator through this council, and we have two county coalitions—Montgomery County Allies in Prevention, and Alcohol and Substance Abuse Prevention Partners Promise, which is America's Promise Model, *along with* Communities that Care, and we're on a Drug-Free Communities Grant.

A. MATZKIN: Great. Thank you for joining us. And thank you to everybody for joining us. The response to this call has actually been quite overwhelming, and because we wanted to have an interactive discussion today, we *did* limit participation to about the number of people who are on the phone right now. We are working to reschedule this event to have a second offering some time in the future. So if you have a good experience on this event, and you know others who you think might be interested in participating in our next offering, please do keep that in mind. I will send information out when it becomes available.

As I mentioned, we do want to have an interactive discussion today. Therefore, your lines will be open for most of this call. However, in order to limit background noise, please *do* mute your phone when you're not speaking. I can actually hear right now that somebody's phone is not muted, so if you could just take a look and see if your phone is muted when you're *not* speaking, that would be really helpful, to limit background noises and distractions. *However,* we leave the lines open so that you can feel free to jump in and ask questions at any time. We also hope that participants will share their experience by answering *other* participants' questions.

After Laurie's presentation, we will pose the questions that were submitted in advance of the call. And with that, please welcome Laurie Jo Wallace.

L. WALLACE: Hello, everyone. It's exciting to be here, and to hear all these people all over the country. This is my first time participating in a call like this. Although, as you heard from my little bio, I've done this kind of work for a long time.

And I'm originally from Bakersfield, California. So I was kind of excited to have people out in California. But I've lived in Boston for about 17 years. I was a high school teacher in California, then a high school teacher here, and then got into working in public health prevention. I did a lot of work with peer leadership programs, and training peer leaders in a variety of prevention topics to educate other young people.

And then also to really get involved in advocacy, as sort of the whole prevention field shifted to more environmental strategies and advocacy. A lot you probably are familiar with it in many places. A lot of our state money has been cut, particularly, almost all our tobacco state money. So a lot of that work has been, not stopped completely, but, certainly, slowed down. A year and a half ago, we had a coordinator of a youth advocacy training institute that trained 50 tobacco sites of young people, who had young people as leaders in advocacy, and in advocacy projects. But that has all been cut. So we are still

doing a lot of work. Now it seems to be more of underage drinking and those projects. But, certainly, the whole idea of young people as leaders and advocates is very strong.

More recently, in the last four or five years, we became a BEST site, which stands for Building Exemplary Systems for Training with youth workers. It's using the Advancing Youth Development Curriculum, out of the Academy for Educational Development, the National Training Institute for Youth Workers. A lot of the information that I'll be sharing at the beginning comes from this youth development approach—that is really what we train folks in. The training is really for professionals in the youth work and out-of-school time field. And that comes as a lot of different kinds of people are doing work with young people. It's a 30-hour youth worker certification project, and we have supervisors training, and a lot of other kinds of training that goes with that. So it's really about professionalizing the field *at one point.* But the other big piece of it is really integrating this youth development approach into a lot of different kinds of work.

I don't want to talk too long. Any questions or thoughts, so far?

Okay. Because I'm a trainer, and I'm very used to doing interactive kinds of training, I am going to sort of ask questions along the way. And if you have questions along the way, that's totally fine for me. But, obviously, I can't see anybody's raised hand. So if you just, I guess, say question, or want to make a comment, that would be great. I wrote down everyone's name as best as I could, so say who you are, again, when you ask a question.

So what we're going to be talking about today, and probably interacting around, is this whole issue of engaging young people. And it sounds like, from your introductions, a lot of you are doing that work, and have done work like that. That's great, because, obviously, the call is going to be as good as everyone on it. And I really hope that most of the call is going to be you discussing ideas with each other, as well as with me.

So I wanted to start off with talking a little bit more about this youth development approach. So I'll start out with asking you a question. *How many of you use the term 'youth development' in your work?* Does anyone use the term, 'youth development?'

WOMAN: Yeah.

WOMAN: Yeah, I think so.

MAN: Yeah.

WOMAN: Not really.

L. WALLACE: Any thoughts as to what a definition of 'youth development' might be? Or how you would interpret it?

M. GAGE: This is Marion Gage from Butte County. We use youth development from a multiple framework. So when we talk about youth development in our county, we're talking about the Resiliency Module. We're talking about the Search Institute. There are also a number of other people. So we really looked at the research out there, and combined different models. But really, the bottom line, our byline about youth development is having meaningful relationships with young people that are creating meaningful partnerships to do community and school-level work.

L. WALLACE: Great definition. There is a lot of information out there around youth development. You mentioned the Search Institute, which really focuses on the assets for supporting young people, internally, as well as externally. There's the Five Promises. The Communities that Care have talked about youth development. And, again, the focus I'm starting from is the advancing youth development curriculum, which was really created by a lot of research in the field with those who work with young people, and written by Karen Pittman and some others who are pretty well known in the youth work field. And it's really from the perspective of those who work with young people, and the perspective of young people. But I do want to start out with this framework before we launch, more specifically, into talking about engaging young people in substance abuse projects because I think it's a really good framework to start from.

As I said, I started from prevention and the idea of preventing difficulties with young people. Preventing risks, preventing abuse with young people in a variety of ways. And I really think the youth development approach moved from thinking about young people as this combination of difficult things, and really looking at them as a whole young person who needs to be developed and supported in their development.

Some of the catch phrases are having young people at the table which this whole call is about. And that young people are not only a combination of problems, but really bring resources on their own. And I think that is really a key piece in this. And, particularly for all of those of us—who are most of you, I would imagine—define yourself from the prevention community, it's really important to sort of not that we don't want to prevent all those negative things, but do we really want to also look at young people as more than just this combination of things we want to prevent. So that's really what this approach is.

And it *is* an approach, youth development. At least that's how we define it. It's not a program. It's not a curriculum. It's a way of working with young people. And many of the things that you could do, you can integrate the youth develop approach into it. So that's what we're talking about today. And we're going to be really focusing on the issue of youth at the table, or youth as decision makers, and youth as participants. Okay? Any questions so far?

So I'm going to move into the first handout, which is really looking at these definitions of youth development. And there's first a conceptual definition, and then another definition. Again, this is the background piece that I wanted to talk about.

It's really a process by which *all* young people seek to meet their basic physical and social needs, and build competencies, knowledge, and skills necessary to succeed in adolescence and into adulthood.

This is a process which young people are participating in all the time. All young people who are the most cared for, that have the most resources and assets that are developing. And I think that's really important to think about, again, particularly, people from our field to really think about all young people as going through these developmental process.

I remember doing some training for youth workers in the Department of Youth Services, which is our criminal justice system in Massachusetts. I don't know if they're all called the same thing. And one of the things they were really struck by was that youth development—and we actually were focusing on adolescent development, which is sort of the physical, mental, emotional changes—that this is something that a lot of young people are going through. And I think that was really helpful for them to have that perspective.

So that's sort of the conceptual definition of what's happening. The *practical* definition is a process—this is really for those of us who work with young people—a process by which youth develop the personal, social, academic, and citizenship competencies necessary for adolescence and adult life, based on their capacity, strengths, and formative needs. For me, that's a really key piece of this approach. That we're really looking *at* their needs, but also their capacities and strengths in supporting young people. And it's really based on supporting their competencies—their knowledge and skills. So when we're working with young people, this approach, that's one of the key points we want to keep in the middle.

And just like Marion from Butte County was saying, that it's, resiliency is also incorporated into this model so that the young people that *are* coming from a lot of difficulties, that's really the idea that I think reflects well with this model. That there are a lot of young people who are incredibly resilient, and we need to figure out ways to support that resiliency in helping them succeed after coming from a lot of difficulty.

The last thing I wanted to say about the definition was this whole area of—in the first one, the conceptual definition—that it's really important for young people to have success in adolescence, as well as in adulthood. This whole issue of saying that these are the future leaders—we gotta care about them because they're future leaders—I think that's important, but I think it's also really important to know that they're leaders, today. And that it's really a key issue that young people are succeeding. It's important to them what's happened in adolescence. If you think about the young people you know, most of them aren't thinking about being an adult, or being a leader at 35. They may be thinking what it's like to be 18, if they're 16, or wanting to be 20 if they're 18. But adolescence is a very consuming, complete time in itself. And this approach is really thinking about supporting young people *as adolescents,* as well as supporting them making the successful transition into adulthood. Any questions or thoughts about that so far? Please feel free to speak up.

Okay. We're going to move on to the next key component. And, actually, *don't* look at the next handout first, because I'm going to actually *ask* you to do something, and sort of report back. One of the key components of the development approach—I would say there's three key components, and then a lot of other issues. When we do training around it, we add in a lot of things *for* people who work with youth around boundaries and adolescent development and positive behavior management. Things like that.

But the three components that are really key to it are this idea of positive youth outcomes—the definition that I just gave, which we're going to talk about now, and then youth participation, which we're going to spend most of the call talking about. The third one is called service opportunities and supports. And it's really about how we work with young people in providing service opportunities and supports. And we're not going to get into it on *this* call since it's complex, and it's not what we're really here for. Maybe we could do it if we were on another call. So we're going to really focus on—after we do this part about the outcomes—on the participation piece. Okay?

Outcomes. I want you to think, for a minute, about three kinds of outcomes. When we talk about working with young people, there are often three kinds of outcomes. When I'm talking about outcomes here, it's not our *program* outcomes. It's not how many young people attend our program. Or with the example of tobacco or substance abuse, that we change community norms around tobacco, we get stores not to sell tobacco, or that we get adults not to sell to young people. Those are all really important outcomes for your program. And we're going to talk about—in the next part—about how we can involve young people because I think it's incredible, the kinds of skills we can build with young people being involved in those issues. And we know through prevention research that is one of the primary things that works, effecting environmental strategies. But positive youth outcomes are really about so what are the outcomes for the young people? And if you're involving young people in your programs and projects, or work directly with young people, it's really key that we think about that it's integrated into our work what are the outcomes for young people.

So there are three kinds of outcomes that we talk a lot about for young people. Achievement outcomes, prevention outcomes, or sometimes they're called problem-free outcomes. I like prevention outcomes better, being from the prevention field. And then, finally, developmental outcomes. So I want you to think about it for a minute. I'm going to ask people to speak up, if you would. In your program, what would be—and you could talk with your fellow colleagues if you have them on the phone with you, or just think for yourself—in the work you're doing, are you intentionally integrating any kind of achievement outcomes? So what would be an example of an achievement outcome? Any ideas what would be an achievement outcome? Hello? Hello?

S. HUNT: Hello, this is Susan Hunt in Glendale.

L. WALLACE: Okay. Go for it!

S. HUNT: Achievement outcomes—I would think for our student population, because we're in a school district doing Project SUCCESS—would be increased attendance, better grades, and fewer suspensions for alcohol or drug-related issues. Is that the kind of thing you're talking about?

L. WALLACE: That's exactly what I'm talking about. They're very *concrete* outcomes. A lot of people talk about graduating from high school, with better grades and better attendance. They're positive outcomes that we can actually measure.

S. HUNT: Measurable. Right.

L. WALLACE: They're very concrete and very measurable. Many youth programs are structured around achievement outcomes because they're quite measurable.

And the second kind that you sort of leaned into a little bit there was problem-free or prevention outcomes, which is really not using alcohol, abusing alcohol, using alcohol, not using tobacco—all the many kinds of outcomes that we measure in the prevention community. So that's the second kind. So what would be an example of a developmental outcome? Anyone can think of one?

M. GAGE: In California, I'm just wondering; there's an organization called Friday Night Live. They've developed some standards of practice. And I think that that's one of the things that, as organizations, is important. But they talk about the ability; there are five of the standards. And one of them is that young people have skills and opportunities. So when I think about *developmental,* we always—in the field of prevention—talk about developing programs that are developmentally appropriate. So I think it relates a little bit to what you were saying earlier in that recognizing that there are development stages for young people, and that one part of the skills development in a lot of prevention programs are about trying to develop, like, for example, decision making tools for things like how to deal with stress. So that's my guess.

L. WALLACE: Good. Those are great! It's really the focusing on the skills, decision-making, coping skills, and dealing with stress. Those are all good examples of developmental outcomes.

So before we go any further, I'm trying to encourage a little interactivity here. If everyone would just think for a minute, individually, or if you're with someone, talk about it with your folks. *In your program, what would be an example of an achievement outcome? A prevention outcome?* The prevention outcome might be obvious. *And, importantly, a developmental outcome?* Because youth developmental approach really focuses on the developmental outcomes. So if everyone can think for just a second. And you can talk with your fellow people, if you like. Okay, let's come back together, because I can't tell if people are with me or not.

So what would be, and please everyone, feel free to speak up. *What would be an example of an achievement outcome from your program? And say what program you're in.* Anyone?

MATTHEW BENNETT: This is Matthew Bennett, from the Cumberland-Perry's Drug and Alcohol Commission.

L. WALLACE: Hi.

M. BENNETT: Hello. For our achievement, we have a youth advisory board which serves many roles for us, here. It's a group of motivated youth that are substance free, who serve as leaders and role models within the schools and the community in our two-town area.

One of their achievements—under the achievement aspect—they have gone to local alcohol distributors and beer distributors, and they have done what we call a sticker shock campaign, which is they put stickers with the laws on underage drinking and the penalties on every single case of alcoholic substance in the entire distributor.

L. WALLACE: Wow! That's great.

M. BENNETT: So that would be our, *one* of our achievements. That's the first thing that comes to mind.

L. WALLACE: Those are achievement for your programs. The achievement for the young people would be that they successfully completed participation on this advisory council? Is that it?

M. BENNETT: Well, the achievement would be we've met the goal of having this information displayed on every single case of alcohol in the distributor, and they met that achievement. They met that goal.

L. WALLACE: Right. I mean, what we really want to think about in this youth development approach, that's a great achievement. It's a really important achievement for the substance abuse community. What you want to think about in *this* particular framework is the achievement for the actual achievement for the young person. So what did they actually get from it? They would get from it—I would assume—participating on this advisory committee. Okay?

M. BENNETT: Okay. Very good.

L. WALLACE: Okay, in terms of developmental outcomes, I can see a lot of developmental outcomes from participating on this advisory committee. What developmental outcomes do you think they would have?

M. BENNETT: Well, another aspect of the this youth advisory board was we had a seminar—probably an hour-and-a-half, two-hour seminar—understanding the underlying principles and manipulative tactics of marketing, in general, public relations. Everything from subliminal suggestion, to association, to cognitive and subconscious manipulation, and to understand how the commercial industry—specifically, alcohol and tobacco— manipulate their audiences into creating a perceived desire, or a perceived need for their product. And we probably ruined every commercial these kids look at again because we're going to be dissecting it. But that's a developmental outcome.

L. WALLACE: Sure. The developmental outcome would be a greater understanding of the advertising world, a critical analysis of media, those are good developmental— knowledge, outcomes. I would think that the skill outcomes would be understanding their community—I'm just thinking about this out loud from what you said—understanding their communities, talking to store owners about cataloging the alcohol, the presentation of being able to interconnect with people, the social skills of doing that. Developing a plan and the planning skills, all of those are great developmental skills. That's great.

Anybody else want to attempt this?

M. BRENNAN: I can dive in.

L. WALLACE: Okay. Great! Who's this?

M. BRENNAN: Margaret Brennan, Rensselaer County, New York.

L. WALLACE: Hi!

M. BRENNAN: Hi to all my New York buddies out there. We do a youth summit where we bring the kids from all the high schools in the county together. We teach them prevention skills. And then we send them back to their schools to do projects. And last year, out of those projects, they did a calendar. Somebody did a PSA with a TV studio TV station, and their PSA was aired on the air. And then we brought them all back together. They did all kinds of things. And they came back together and they reported out on what they did. So they learned public speaking skills. They learned how to call up and interact with adults. They did education of their own peers. Some kids ran the education program for the prom, on not drinking around prom, and had data and all kinds of information. So they really did things on all three levels.

L. WALLACE: Right. That's great! So just taking what you said, the *achievement outcome* might be that they participated in this conference. Maybe they got a certificate from it, that they went back and they completed a project at their school. The *prevention outcome*—and I don't know if you measured this—would be that they didn't participate in using alcohol, or smoking, or whatever the prevention issue is. And then the *developmental outcomes* are all the ones you said. The presentation skills, being able to educate their peers, the knowledge of prevention, completing whatever projects they did, the skills gained, and the knowledge gained in completing those projects. So that's what

we're really talking about in this outcomes piece. And to me, it's a really important part of this. I think, particularly, for those of us coming from the prevention world, when a lot of the focus, even more so now is what we're talking about in the rest of this call is involving young people in all of our substance abuse projects. But it's really important in doing this work that we don't forget the development of the young person. And if you're interested in this, I certainly can send you some more information, or maybe even connect you up with one of, there are these different best sites all across the country that are training around this. But to me, it's been a really—I've done youth work, I was a high school teacher before, then I've done youth work for a long time—it was a really wonderful way of looking at our work with young people. So *what is our outcome, in terms of the goal of the program, the outcome of the program, changing all the advertising in the stores?* But also, *what is the outcome for that young person? And how can we measure that?* Which is also an important piece.

So if you turn to the next handout, we actually have categorized the developmental youth outcomes. And if you look at these aspects of identity, and then areas of ability, almost everything—I think, anyway, that every aspect of a young person, and an adult—that we want to work on and to really identify as a healthy young person, successful healthy young people, is represented in these categories. And they are defined a little bit. I don't know if you had a chance to look at them before, but this is really what we talk about when we talked about intentionally integrating developmental outcomes into the work we do with young people.

We were in Massachusetts before there were funding cuts in our Massachusetts Tobacco Control Program work. We were actually trying on the work plans to get us in a separate column, not only for the program work, all the plans, and all the programs they were doing, but what outcomes of young people were being intentionally built by doing this kind of a project, or strategy?

And there are particular ways to measure some of these. I think that always comes up for folks. So how do we know that we can measure the achievement they graduated from high school, or they get a diploma, or they finish a project? We can measure the prevention—but, of course, most of it's self-reporting—but we can measure that they're not participating in substance abuse, and tobacco, or whatever. But how do we measure these things? And I think there's more and more work being done on measuring these kinds of developmental outcomes, in terms of skills, in terms of pre-post tests, in terms of observation. But it's just being aware of it and focusing on, we always say don't become overwhelmed and try to do all of them, but focusing on one or two that you really think you're building in your program.

CAROL: Laurie Jo, this is Carol.

L. WALLACE: Hi.

CAROL: Hi. So what you're saying is when people are getting people to participate on coalitions, in the planning, in all those sorts of things that aren't about sort of being

involved in a, necessarily, having curriculum model program, but and actually developing your sort of comprehensive prevention approach that in those cases, people don't, necessarily always think to sort of evaluate and track outcomes having to do with the young people that are getting involved.

L. WALLACE: Exactly. And what we know from the research, and we know more through our work is that these kinds of outcomes are only going to get young people to the prevention outcomes and the achievement outcomes. Because if they don't develop these—my colleague always gives the example of how he was working at a youth center, and he kept trying to help a young person to get a job, and two weeks later they come back and they need another job. And two weeks later they come back and they get another job. And, finally, it occurred to him getting a job is not the outcome here. It's really the employability skills that I need to work on with this young person, or they're never going to keep their job. And I think that you probably, in all of your work, are doing some of this work, already. And I don't mean to put another whole layer of work on people, but you probably *are*. It sounds like from the two examples I heard about—the youth advisory group and your prevention conference—you *are* doing these things. And just to be aware of what we are building in our work with young people so it's really supporting the work of young people, as well as supporting the work of the coalition. And it's also really a positive way of supporting young people, as opposed to only thinking about non-substance use, which I'm sure most of you are from just hearing about your projects.

M. GAGE: Laurie, this is Marion. I have a question about, you know, it looks like this is another way the search institute measures the 40 developmental assets. This is maybe a more concise way of looking at things to measure with a young person, themselves. What I'm really curious about is a measurement tool for like a community coalition, or a youth-serving organization that *we* could use, as adults, that young people could use to measure *us*—how well we are supporting this kind of development.

L. WALLACE: Yeah, that's a great point. It's sort of that 360 kind of evaluation, where not only should we be evaluating the young people and supporting the young people's development, but can they get feedback to us about how we as adults are supporting them. Is that your question?

M. GAGE: Exactly. See, from my perspective, that's what's missing in California right now. And I don't know if there are measurement tools out there. So, for example, if I want to really support youth development, which I feel is a really important ground-level support mechanism for prevention to come from, is that how well do I know—as a youth-serving organization—how well do I know I'm doing that? If I write that into a grant, I need to have a measurement tool to *measure* that. So I'm concerned without that kind of measurement—certainly, we can measure young people, but it seems to me it would even strengthen this new approach if we had that level of measurement tool. So that's a request I'd like to put out.

L. WALLACE: I don't know of any, does anyone know?

C. SMITH: This is Carolyn Smith, in the Sacramento area of California. And one of the positive steps that's being taken in the state is the addition of a staff survey to the California Healthy Kids Survey, which is an optional opportunity for staff to indicate how well their school is supporting young people, and a series of questions relating to the kind of school climate, and the kind of commitment on the part of teachers. So that's one small step in the direction that's being talked about.

L. WALLACE: That's great!

M. GAGE: Right. Again, I want to go back to the idea of *standards*. So, certainly, what you've created here is another way to look at young people, but within the field, those of us working with young people—do we have some kind of standard? And I know that, recently, there was a document put out by the National Research Council on Medicine Community Programs to Promote Youth Development. And it has about four or five, or six things that it seemed to be related to the points in California has created, in terms of the standards of practice. And, again, I think if there could be some consensus, you know, all of the youth developmental folks about, as adults, if there are certain standards of practice that *we* can measure ourselves with of how well we're working with young people.

L. WALLACE: Right. I mean, I think there is, actually. And this gets off into a whole other area, so I don't want to spend too long on this. But it's this whole professional development of the people who work with young people, in addition to program standards. And we're involved, you know, the after-school—those who work with young youth—typically, have done a lot of work in this area. And we're connecting up in them in Boston to really create a professional development infrastructure because the older youth workers—people who work with older youth—there is very, very little consistency in the field. It's all over the place, from people who work in Department of Juvenile Services, to people who work in schools, to people who work in coalitions, to people who work full-time in YMCAs. There's very little in existence, has been very little existence—except in individual agencies—with program standards and with standards for professional developmental competencies. But we have a lot of information on competencies for young people, as well as we're developing program standards. So it might be something that I could just send to you, you might be interested in seeing. Because I think it gets at the whole area of competency—youth workers, and those who work with youth—what kind of competencies do *they* have, which is a really good point. And there is that sort of parallel track happening.

But I think your other point about having young people actually give feedback to it is a really good point, and that actually moves us right into youth participation. So I'm going to make that move because the title of the call is "Involving Youth," and I think this youth outcomes piece is a really important piece, though, in terms of thinking about your work with young people, and really supporting young people in a developmental way. Even if you just do it with one of these areas I was thinking about that, I would really encourage you to have some discussions around that in your work, if you're not, already.

But it's really the idea of young people *participating* at high levels. And it sounds like even from the examples I've heard, that that is happening in a lot of places. And one of the real goals of this call is to talk about *so how do we do that? How do we involve young people?* One way, I would say, was to really be thinking about them, developmentally, and thinking about how to support them in a lot of ways in their lives. One of the things we know about young people—and this comes from a lot of research, too, and just like they say with real estate, it's location, location, location—with young people it's relationships, relationships, relationships. And that's really what they're seeking from you all. Many times they're seeking to be involved, they're seeking for, you know, stuff to put in their portfolio or their resume for college, they're seeking maybe, because they're concerned about their friends, and they want to make the community a better place. But a lot of the reason that they stay—and I notice that's one of the questions someone asked, *How do you stay*—is because of the relationship that they build with the other peers, but also really with those who are working with them. Time and time, again, that has been my observation—what I've heard, anecdotally—and what research has played out is that young people want *consistency* in the adults with them, and they want adults in their lives, no matter how much they talk about *not* wanting adults in their lives—they might be talking about their parents at that point—but they really want adult relationships.

And so this whole idea of how—and it feeds back from the last question—how those who work with youth really build their competencies to do that, but also how do we involve young people at meaningful levels of participation? And it also stems right from resiliency, too. The resiliency theory really talks about three levels of sort of protective factors, that support resiliency. It's relationships with a caring adult, high expectations—which derives right out of relationships, and meaningful opportunities to participate—which comes right out of this participation piece.

So I wanted to talk about youth participation. And I also added in on these handouts about working with young people and some tips about youth-adult partnerships. So that's really what we're going to talk about now. Any questions or thoughts about that? No?

Okay, so you see these five areas in the next handout, of youth participation? These are ways young people can participate, but there are *many* ways that young people can participate. I will say straight out—and we do a really interesting activity around this—I will say straight out that the goal of youth development is to move more youth participation, move young people in the direction of more youth participation in a meaningful way. It doesn't mean that it's going to work for every place, and every time. When we do activities around it, a lot of people's issues arise around youth hiring staff, around youth being involved in budget planning, around youth being involved in program planning. You know, it's really not every agency, or every organization can do all these things. *But*, the more you can involve young people, the more that they are going to feel part of the organization, which is very basic, sort of human development. And then also it's the more you're going to develop those skills, those outcomes that we talked about, just previously.

So, with youth participation we have choosing, decision making, planning, assessing, and communicating. I'm not saying that these are all the areas. There certainly can be other ways, but these are some five general areas that young people can be involved. And I'm sure many of you are doing these kinds of things.

The choosing area is young people really being involved with choosing some sort of programs, activities, being involved in the planning. It can be really very extreme. We know of organizations—well, not extreme, but to a very advanced level—we know of organizations that really are run by young people. We always bring up Youth Force, which is an organization in New York City that's completely run by young people. And, in fact, you get to be 23, you age out of the organization and can no longer be a part of it, in terms of the board or the staff. Certainly, you can give money for financial support. But there are organizations like that. Many of the organizations that have most youth involvement are organizations that are youth organizations. 4-H, Boys and Girls Club, the YMCA—although they've certainly come along different paths. But those tend to be ones that really focus a lot on this.

Obviously, I work in an intermediary organization, and we do a lot of things besides youth work. I think it's much more complicated when you're in an organization that isn't a youth organization. Not, necessarily, but it can be, in terms of involving young people.

A lot of other issues come up for people who don't, necessarily, or haven't seen young people performing at their highest abilities. And young people have an incredible onus to carry in this society. We do an activity where we ask people to brainstorm all the ways society views young people—and these are people who *work* with young people—all the ways society views them. And then, even some of the ways that *they* view them and it's incredibly negative in particular, with teenagers. Society knows everything *bad* that's happening with teenagers. They know about the recent rise in obesity. They know about many of the negative things. They know very *few* of the really positive things that young people are involved in. Millions of young people are involved in really positive activities. I'm just putting up a few of the barriers, first, to this youth participation. But choosing is a really basic *form* of involving young people.

Decision making is sort of the next step up. *How* are young people involved in decision making? *Do you have young people on your board?* That's one of the things a lot of people always talk about. It's certainly not the only way of involving young people. *Do you have young people on advisory groups? Do you have young people* with meaningful areas of decision making? *So if you have a separate youth advisory group, does it really not have any role in the decision making of the broader adult group? Do you have youth/adult forums where young people and adults work together?*

Planning. Again, around planning budgets, planning programs, planning activities. It's great skill-building activity for young peoples to be involved in.

Assessing can be anything from evaluating, to young people evaluating either programs. It's amazing to me how many programs who serve young people never ask young people's opinions about their services. Maybe that's true of the programs that serve adults, too. But they are the constituents, they are the people you're serving, and yet very few programs ask them how they're doing. I was teaching high school for 10 years, and we never asked the young people what they thought. I mean, very rarely. *Individual* teachers might have, but not systematically. Although we asked *parents* a lot, we never asked the young people themselves.

Another piece of assessing that's really important is the whole mapping area. It sounds like some of you are doing this, really going out in the community, really understanding the issues around substance abuse, understanding the media literacy piece.

And, finally, communicating is really an important place where young people can be a great part of the organization. Funders love to hear from young people. And young people are, time and time, again, incredibly articulate and moving about the work they do, and how they believe in it. I just came from the America's Youth Summit, which is the federal youth summit. There are parts of it that are really good. Probably the most important is there were 650 young people there, representing communities all around the country. And they were incredibly, incredibly, articulate, in terms of the work they were doing and what they believed in.

So those are some ways that young people can participate. And I'd love to hear more examples from you all in the field, and, also, want to really talk about the challenges which I talked a little bit about in the beginning of involving young people, which we do have quite a bit of research. I'm not sure that I gave it here, but what are the advantages of youth participation? That's a really key thing to pull out, if you're coming to some resistance around it.

So take a stop here, and ask for any questions? Or any thoughts from anyone? Or any examples of how you're doing any of these things?

M. GAGE: This is Marion, again. I just want to underline what you said about relationships, though, because most of these things you're talking about really are skills for opportunities for young people. For example, one of the things we do is we hire what we call 'youth organizers' to work with us. So one of the things I think is critical is often times we ask young people to get involved, but we may not honor their time like we would adults. So I think there's a fine line and a balance between volunteerism and then, actually, giving them some money to really honor their work. So that's one issue.

But the young people that we work with, the bottom line thing that they said was the most important thing they wanted *from* us was our time. So even though they may sit down and work with me on planning a program, or whatever, they wanted *me* to take time to get to know them. Like go out to lunch. They didn't, necessarily, want to just have a relationship around work. So that was the real eye opener for me. It was in some ways a plus, but also a barrier because if I was going to make the commitment to work with

young people, I had to change and figure out something else I was going to have to let go of to really take the time to develop that relationship.

L. WALLACE: I think it's key. We always talk about incentives for involving people. So, certainly, incentives are key for involving any constituency that we want to work with. But, often time or your building a relationship with young people can be a great incentive for doing that.

Any other comments? Or any other examples about how you are involving young people, or engaging young people?

M. MCDEVITT: This is Mac, in Essex, New York. We were starting with building a task force in the local community, to go ahead and go through a planning process, which was really a prevention planning process. One of our partners at the Essex County Youth Bureau was trying to deal with how to empower the youth who had volunteered to be involved in this process. And he, actually, did a workshop with them so they could lead activities in the first session that we had with adults that were really games that had to do with team building and whatever. But the idea was really to start off with a bang, and empower the young folks, use them as leaders as a way of building their confidence, and leveling the playing field to make them feel and be equal partners to adults. They were asking adults to do some things that were kind of awkward, and could be uncomfortable for some of the adults, originally. Often, it's sort of like turning it around. The adults were feeling some of the discomfort, with plenty of time for processing. The youth might've felt that they were just doing it sort of using an adult mode.

L. WALLACE: Right. I think that's a great thing to start off with, if you are concerned about having young people play a role. Or they're not going to be involved. But to really have them start off with a leadership role, and so some kinds of activities that, if they're well-trained to do, can be fun and also a way of building teams, but also shows adults that the young people can be very competent at doing the kinds of things that we all do as adults.

M. MCDEVITT: And you know? They were also surprised that the adults were willing to rise to the occasion, deal with them on their level.

L. WALLACE: Yeah. Yeah, that's great. One of the things that we talk about a lot is training. And I think that if you're going to work with young people—it's two things, I'll say—is training and also the age of the young people that you're working with.

Training, I think, is really key. I mean, I'm a trainer, so I'm going to, obviously, say that. But I do think it's really key, in terms of building young people's strengths and capacities and confidence in working with adults.

But I also think—and this goes back to a point brought before—it's just as important that adults have some training if they want to involve young people. Maybe they don't really want to involve young people, but you're trying to encourage them to involve young

people. To really talk about that, and what that means, just like any other new audience we want to involve. We always talk about involving community people, parents, any folks that are not professionals. And there *are* plenty of young people that are professionals, or are very professional, and have done this for awhile. But if we're starting off, and we want to engage young people, we really need to talk with adults about how we do that. How we engage young people, and how to be open to it, because a lot of young people are going to be put off by adults who don't just make an effort to reach out a little bit. Just like I think any new people to a meeting can be put off by it.

F. BELIEU: Laurie, I have a question. I'm Fiona, from Carlisle, Pennsylvania. I think, communication, you're hitting on that issue. And I think that's kind of key. And I think where we run into issue problems is how do we communicate to the children. Not, necessarily, one-on-one when they're in front of us, but when they're not in our room? But then I think it's also, I don't think kids are aware of all the opportunities and the resources that are available to them. How do we reach that community? How do we let them know about the resources and opportunities that there *are* for them? I think that's been our challenge.

L. WALLACE: Where are you from?

F. BELIEU: I'm from Carlisle, Pennsylvania.

L. WALLACE: I have a couple of responses. Does anybody else want to respond to that?

R. DRAKE: This is Ruth Drake, in Fulton County, New York.

L. WALLACE: Hi.

R. DRAKE: Hi. We're running a youth conference in about two weeks, or a week-and-a-half, now. And the focus of the youth conference is to, first of all, encourage positive choices. And, secondly, and probably most importantly, to connect the kids with their community. So we're inviting all the organizations in the county that welcome youths as either volunteers, or young junior members—like the fire department kind of thing—in order to make that connection with the community, because that's the thing that's lacking up here.

L. WALLACE: Great! So that's the way that you are really reaching out to young people? By having a conference, and inviting lots of different kinds of folks to the conference?

R. DRAKE: Right. We've got MADD's In Real Life multimedia video coming first. And then Dan Forgin speaking. And then we have all the volunteer agencies available for the kids to come talk with.

L. WALLACE: Mm hm. Great! Like a fair? Kind of a fair?

R. DRAKE: Right.

L. WALLACE: I think sometimes having a big event, or a conference, or something where young people come because they hear about something cool is going to be there is a great way to have some opportunities out there for young people.

R. DRAKE: I just wanted to add that there are young people involved in the planning of this right from the get-go.

L. WALLACE: I think that's another really big piece. I've been guilty in my agency and other things I've done, just as well. We sort of get halfway through the planning and think, oh yeah, we really should have young people involved here. But, you know, our meetings are at 10 in the morning, so what are we going to do? So I think that that's a really key piece, about having young people involved all along.

The two things I was going to say about your point about how to reach out to young people and really try to get them to know about all the opportunities is by having young people, themselves do it, by really developing a core of young people who *do* know the opportunities—it goes back to that communicating way of participating—and really have *them* reach out in a lot of different avenues to young people. Or even have small, two or three young people whose real goal is to get out there to a lot of different young people and talk about the different kinds of opportunities there are. Because I think young people reaching out to young people is a great method. I mean, I think adults can do it as well, if you have the time and the energy to get out there and go where young people are, be it sports, or churches, or malls, or wherever they are, that's great. But it also can be a great activity for young people to do.

And then another way, I would say, is if you can make use of the Internet and e-mail and all of those kinds of avenues, young people are great users of the Internet, and they know much more about it. For the first time in the history of human beings—I read somewhere—that young people know more about an innovative technology than their elders. Because, usually, elders learn first, and pass it to young people. So I think that that is another way of really trying to get the word out. I don't know if other people have ideas?

A. VALENCIA: This is Adam Valencia, from Tulare County, California. One of the things that we're doing that's really been helpful is we've created what we called—and tying it back into the curriculum—Reconnecting Youth. We have councils, they're called Reconnecting Youth Councils, and they're, basically, guided by our young people. That's kind of been our whole focus in really tying in our young people back into the curriculum. Whereas, most of the curriculums, they're a semester-long intervention. Well, we've made ours a *year*-long intervention, and that's been a tremendous marketing point for my county, because they know that we're going to do a follow-up. Not only for providing that structure for the young people, but allowing them to lead.

And the biggest thing is connecting our young people back with their parents. So starting second semester, this coming semester, a lot of our young people will be coordinating events for their parents, inviting parents for functions, inviting their parents to create dialogue. And those are the things that we're doing because, really, it's helping our young people communicate and also to work with their adults.

L. WALLACE: That's a great idea. Yeah.

A. VALENCIA: Yeah, so it's really just trying to tie it right back to the curriculum, itself. And we're finding that a lot of our young people are asking for that, you know? When can our parents be a part of this? Part of what you alluded to, earlier, was being able to take a look at some of the areas of decision making, or self-esteem, personal control. Those are some of the main components of Reconnecting Youth. So if you're doing the curriculum with fidelity, and you're focusing on that, and you're making sure your people and your sites are doing that, then the follow-up piece is that much easier for you.

L. WALLACE: Yes, I think that is a key piece, in terms of young people doing the outreach themselves to whatever audience that you want to get—their own parents, their peers, having them go talk to the principals of the high schools. I mean, I think there's just this genuine, I really do think that adults often respond really well to young people making the pitch.

And one thing I was going to say before is that a lot of times when we think of young people, we think of high school, only to high school age. And I do think many of you sound like you work in schools, and that's an obvious one. But there are those older young people. I mean, 'youth' is one of nebulous terms. Adolescent development—I took a couple of classes there and that was defined as anywhere from 11 to 23. So when we're talking youth, it can really be a long range. In some countries, youth are 35 years old. So I think that we can really reach out to some older youth who *may* have some flexible schedules, who may have a little more time if they're in college, or working, or not, necessarily, in sort of the regular schedule of high school. And they also may be able to transport themselves more easily, and really reach out to them. We've had a really, it's amazing to me, and quite moving, actually, that so many of the peer leaders that I have trained—because we, originally started, peer leadership training was really school based when we originally started when there was a lot of funding for that. And so I worked with a lot of peer leader groups in different schools, and then moved into the community, and lots of peer leaders in different community groups. So many of them are interested in becoming youth workers, and working with you. And, really, some of the best trainers that we hire now as consultants are some of our former peer leaders. So that's really, I think, an untapped resource, that age 18–25, if you can *find* them. And that's a really good place to involve young people. And a lot of times, they might be a little more mature, too, if you really want some young people to really be clear to the point, and serious, I guess, if that's what you need. So that's another—

C. SMITH: I can give you an example of involving college students.

L. WALLACE: Great! Who's this?

C. SMITH: This is Carolyn Smith from the Sacramento area. Sac State wanted to, the health educators wanted to communicate that college is not all about drinking. So they worked with our office to build a partnership. And they're doing education in our high school classes now about alcohol and the fact that it's not all that college students do. And they're sharing with the high school students the information that we've gotten about much lower norms for alcohol use than is the common perception. So that's an example.

L. WALLACE: That's a great example. And you know those community colleges. They call community colleges junior colleges. That's a great avenue for finding young people who might want to get involved with whatever program you are, because they are often sort of neglected when we look at higher education. But yeah, that's a great example.

M. GAGE: But, just recently, we've created some great partnerships with the associated students. And we've been working with high school *and* college students doing what we call town hall meetings, or youth forums. It's specific to alcohol since, you know, having a university, we're more at risk. And it's been very powerful, in terms of bringing the young people together. They create a position paper, and then learn skills on how to approach community decision makers about what their positions are about alcohol use among young people and what they think young people can do, but not only that, what the *adults* in the communities can do.

L. WALLACE: Right. To further that cause in our recent Youth Development Summit, we did an exercise, an inquiry exercise, where we brought the community leaders with the young people. And the young people interviewed those community leaders around policy issues, specific to alcohol, drug, tobacco and violence, so it just continued the work. The tricky part is getting the decision makers to really honor and respect what the young people are saying. Fortunately, it happened for us in that the young people bubbled up, saying that 'you know what? Where are the parents within this issue of alcohol use?' As a result of that, the community leaders are now working with young people and the Parent Teachers Association and really looking at how they impact parents and get them involved in looking about their role. You know?

L. WALLACE: That's great. That's great. I mean, I think one of the main advocates for young people are people like yourself. Also, to really kind of reach out to other adults who may have, I mean, I think that is a great example where the young people themselves said 'what about the parents' and so we brought them in.

But a lot of times when you have—and I saw this in the tobacco world here in Massachusetts, a lot; not a lot, but some—that there was the same old, lot of times the person hired to work directly with the youth was a much younger person than a lot of the people in the field. And there was, definitely, some kind of a, there was a group that sort of distanced them, and said, 'Oh, well, they're just working with the young people. They

really are, you know, they're not as…" even though the youth workers, the people working—the advisers we call them—work themselves, the adults.

So as other adults, we really have to be advocates, not just the ones that are working directly with the youth, but those in our agencies really reach out and find other advocates for young people. So when you meet resistance from some of the decision makers and some of the people who don't think it's worth it working with young people or that they're not going to add to anything to it, that you have a voice of advocacy saying 'well, yes, it *is* important that young people are involved, and that they add a lot to it.' They are our constituents and they are whom we are serving, but more than that, we're really building their skills as we do that. So it's kind of a two-part goal, not only to get them involved in the planning, but also really to help build their skills.

I want to sort of move to—although, we've already had a lot of good discussion, which I'm happy about—move to closing my official part. And then I think Aurora's going to come and talk about the questions that people sent. Is that correct, Aurora?

A. MATZKIN: Yes, that's correct. But before we do that, let me just add one more thing that came up on an *earlier* audioconference about Cultural Adaptation. Lynn McDonald was talking about the FAST Program, which is Families and Schools Together. And I can't remember whether anybody out there today is actually doing the FAST Program. But they have a requirement for youth involvement on their planning committee, and have acknowledged that it's very challenging, sometimes, for adults to listen to youth, and value their voices, equally. And so in their planning process, what they require is that there actually be one adult on the planning committee with the youth, whose *only* job it is on that committee to advocate for the youth on the committee…

L. WALLACE: That's great!

A. MATZKIN: …and make sure that their voices are heard at the table when they make decisions, which is just an interesting model that came up on an audioconference, earlier, and I wanted to make sure it was shared here.

L. WALLACE: I just wanted to say a couple more things about this issue I'm talking about. I did provide a couple of different sheets about working with youth and adults, and guidelines for working with young people. But the last page is just something that I created awhile ago, so I just want to talk about that. The other two are from other sources, and I think they're both very good. But the last page is Tips for Youth/Adult Partnerships.

Some of the things that are really obvious, or seemingly, obvious, I think are things that we just neglect sometimes. Like I remember joking with people about 'oh yeah, where are the young people? Oh yeah, it's 10 o'clock in the morning. We forgot, again, that we can't have meetings in the morning if we want young people there.' We used to have a joke about that. And I think that those kinds of things are really key, obviously, in having young people involved.

But I think it's also, in *keeping* young people involved—which is something that people asked about—an important thing to remember is that young people do like to have fun. It isn't always their job, and then this is our job. And I think, you know, adults like to have fun, too. But they, definitely, I think, are professionals maybe in a different way than young people. Some young people are very serious, and just want to work all the time. But engaging young people is about building relationships, spending time with them, and knowing about their lives and having fun with them, *as well as* all the work that we want to do with them. I think that's a key piece about building relationships with them. It doesn't have to take a lot of time. I think it can take a little time and can be very beneficial, in terms of getting young people involved in things.

Meetings. Events. Involving young people. Just making sure that the time is going to be available. There are transportation issues. I'm sure you're all aware of that. Food provided is a really key piece. There's a lot of adolescent development theory that says young people need to eat. They need to eat a lot. They need to eat healthy things. What kinds of food you provide is also something to think about. That young people actually give input your agenda that you co-facilitate with young people. If you can't co-facilitate—that you've checked the agenda out with a couple of young people, if whatever the meeting event is involving young people—that there's a buddy system with adults. Which I think is a really key thing that young people have maybe an adult, and maybe it's an adult that isn't the least hesitant about this. Maybe you could pair a really dynamic young person with them that might help, in terms of building that relationship. But it's just a way, you know, maybe the adult could call the young person or check in with them. Or you could have a little check-in time with adults and youth that are buddies.

A really important thing about adult meetings is that young people really feel like they aren't just tokens there, and that there is a real need, as I think Aurora just said. A lot of times young people's voices aren't listened to, so that you might want to have youth-only time talk in a meeting. So all of a sudden you just said this has worked very successfully when I've facilitated meetings. You say, 'Okay, now it's time for those 18 and younger, or 20 and younger. It's the only time I want to hear from them.' And it might be quiet a little bit at the beginning, but that's, definitely, an amazing way of getting young people to talk. *Or* another way of doing it is officially have a youth agenda time on the meeting so they know at this time is when the youth are going to have time to speak about whatever the issues are, and they can plan it.

I think there are things about youth advisory groups that are really important. I think that they can work very successfully. I *do* want to say that I think it is important to have youths on adult planning committees, because a lot of times, the adult meetings are where some of the more higher-level decision making is made. And if you *can* have even older young people involved, that's really key. But if you have a youth advisory group, I think it's a great bonding thing for young people, it'd probably be why they want to stay involved. It might be, because a lot of times—not a lot of times—but some young people do find the adult meetings boring. I would say that some adults find adult meetings

boring. So sometimes having young people involved makes for just a better meeting, in terms of interest and motivation.

But involving young people in *primary* projects, not just stuffing envelopes and social events, but really, whatever the primary project is. It sounds like you are all doing many primary curriculum and things that are involving young people at high levels. That you have a lot of youth there, that they do have regular meetings with the adult groups so there's some exchange, and that there's training for both young people and adults around working with young people, young people around working with adults and building skills for being at meetings, and facilitating and presenting, and understanding what's going on.

So those would be some things I would say, to close with, about really involving young people. And I've worked with lots of different kinds of young people. I've worked with young people with developmental disabilities. I've worked with young people that are deaf. I've worked with young people that are blind. I worked with young people from DYS and DSS and a lot of different places. And there are many ways to integrate young people in many different kinds of levels. I'm certainly not an expert on all of it, but just from *doing* a lot of it, I've had experiences with it. So we could talk about some of those, too. I hope I wasn't talking too fast. [laughs]

M. JACKSON: Hi, this is Montean, from Alaska.

L. WALLACE: Hi!

M. JACKSON: Hi. I guess that's my question. The last point that you made about the high-end, at-risk adolescent. The ones that are involved with our social service agencies—maybe already have been involved with the criminal justice system—that's my challenge. And my question is, Could somebody kind of speak a little bit about how to engage *those* students? Because those are the ones, typically, that are not volunteering. They don't have strong assets and supports, with regard to family members and parents that are going to be supportive. So how do we engage *that* child?

L. WALLACE: I'll say some things I know about, and, certainly, other people, please speak up. I think engaging young people who have been through a lot of difficulty and risk, relationships are even more key. So I think reaching out to young people in a one-to-one way is a really key strategy. And you might not be able to have as many young people if they come from lot of difficulty and they need a lot of support. You may only be able to involve—I wouldn't just always have one, but maybe only two or three, instead of 10. And that way you might be able to provide some more of those supports in engaging them. You know, young people who have suffered a lot really don't trust adults, and there are plenty of reasons for them not to. So I think that being consistent, doing what you say, following through, providing ways, really showing them that you really want them to be a part of this process, and you're going to really provide ways to do that. And, again, you might be able to do that with *fewer* young people.

The consistency piece, I think, is the number one thing for young people. And I think reaching out to them one-to-one is another really key piece of it.

M. BENNETT: I'm Matthew Bennett from Cumberland-Perry's Drug and Alcohol Commission in Carlisle, Pennsylvania. And to speak about using youth—maybe not the best role model youth—we had a very successful event where we had some student leaders, students identified as problems, *and* we reached out to one of the local juvenile detention centers. And those kids came in on the bus. They came in. We treated them just like any other student. And by the end of the day, they were some of the most motivated students I saw there. So we thought that was a very successful initiative and we look forward to doing it again.

L. WALLACE: That's great. Any other thoughts about that? From anyone?

[F. BELIEU or P. WALSH]: Yes, Pennsylvania. We're here because we're training with the Olweus Bullying Prevention Program. And we go into schools and teach all the teachers in elementary and middle schools that run class meetings, weekly, which is all youth participation.

L. WALLACE: Great.

[F. BELIEU or P. WALSH]: Yes, but it's not easy to get teachers to not be teachers, and be *listeners.* They're used to having all the answers, and kids *get* the answers. But it's doing well. It's fun, but it's difficult. Very difficult.

C. SMITH: This is Carolyn from Sacramento, again. We did very specific training with teachers about taking off their teacher hat when it's time to work with young people.

L. WALLACE: Oh, interesting!

C. SMITH: And seeing themselves as coaches and facilitators and resources to the students who provide the leadership for our youth action teams. But it was really critical that we work just alone with the teachers first so that they could shift out of what they were trained to do.

L. WALLACE: I think that's a huge issue. You know, we talk about this a lot, but most of the money for teens in this country is through, comes down through criminal justice or education. That's where the money lies, and I think if we really want to affect young people, we need to be working with teachers in education, and we need to be working with the criminal justice system in these kinds of approaches. So I think that is great. Did you want to say, I'm sorry, the person in Pennsylvania, did you want to say, specifically, what some of the challenges were?

F. BELIEU or P. WALSH: Well, I guess. How much voice do they want to give the students? They like to give them *some* voice. We do a lot of things with community building and that kind of thing, and a lot about, again, bullying prevention. On how to

recognize bullying, how to help victims. But when we move into the secondary schools—the high schools—the teachers don't really want to hear what the youth have to say 'cause they might have to change their *entire* culture. And that's very scary. We have a lot of resistance in high schools. So if anyone has any suggestions about helping high school teachers with that particular thing, that's a difficult one.

L. WALLACE: Was it Carol in Sacramento that had the curriculum?

C. SMITH: Right.

L. WALLACE: Well, maybe, is that for high school teachers?

C. SMITH: Yeah, actually. The youth action teams are from fourth through sixth, and then middle school, as well as high school.

L. WALLACE: Well, maybe that's something, I don't know if it's something you could share, that curriculum. Maybe there are some ideas around doing that. I *do* think there's a lot of resistance. Our whole educational system is really built on didactic education, with the teachers having a lot of control. And, you know, there's good reasons for it. I think when you're dealing with one person, and you have 25 young people who may be as big as you are, there are, definitely, some issues around control. But I think we really talk about positive behavior management, and how that can really help, in terms of connecting with and building relationships with the young people is a key piece of that. But you *are* talking about a huge culture change.

M. GAGE: I think that's the key. This is Marion, again. Really, what we're talking about, folks, is if we really want to promote youth development, it isn't, necessarily, curriculum. There are lots of curriculums out there that are related to it. But, you know, Laurie, you said at the beginning, this is really an approach.

L. WALLACE: Yeah.

M. GAGE: It's a mind frame. So, really, it's like training, re-training, working with the adults in the community about really what does this frame of reference mean? In the state of California, we've been very fortunate because the State Department of Education, Safe and Healthy Kids Office has actually set aside some funding. We're divvied up in regions throughout California. And each region gets a pot of money to provide training opportunities for staff, which we also open up to our youth-serving community folks around *how do you really incorporate? What does this really mean? What does it really look like?* A lot of folks are already doing it. They didn't know what to call it.

But the next step that we're struggling with is really how do you institutionalize it? And that means like when you're looking at school policy or agency policy, is this language there, for example? So those are kind of the next steps. You know, when you really look at policy, are young people at the board? Are they really making a meaningful decision? So everybody's kind of about, yeah, we're doing youth development, sounds good. But

when you really look at the *institution,* how does it really look? So that's the next step we're going to be looking at.

L. WALLACE: Well, in the end it's about, is any kind of involving folks and giving up some power, and I think that's what's really, that's, you know, it makes people hesitate and think. And that's one of the things I would say as a warning sign or something to be really careful of is if you were telling young people they're going to have some voice in decision making, then be very clear with them *how much* voice they're really going to have. And what, really, your, if you're gathering input from them, *if* this input is really going to make some sort of change, and going to be involved in creating some sort of change? And if it's not, I don't think, young people are fine, as most of us are, if we know up front, okay, you're going to take my opinion, you may or may not use it, but you want to hear it, and then the decision makers are going to decide. I think that most people are fine with that. But if you take their opinions and promise that you're going to *use* them, and then they never hear from it again, that's very frustrating. And I think that's very difficult for, not only young people, I think for all of us. So I think that being clear about what the parameters are around decision making *up front with young people* is really important. And, you know, many agencies aren't even clear within their own agencies what the decision making structures are. So I can understand that that's difficult.

But I do, totally, agree with you, speaking about the culture change and about integrating youth development approach into policy and funding decisions. I mean, most all funding, as I said, comes through education and criminal justice. And then the rest of it comes down a lot through targeted health areas. And I think that it's great that we here on this call really want to involve young people in it. But there isn't a lot of general funding just for youth development. So I think that's really where we have to go in with a mindset of really trying to advocate for these kinds of changes, and involving young people at a lot of levels. But also, what does it mean to support young people's development? And what is a healthy young person?

In Massachusetts, we are really talking a lot about healthy communities. Now, in the same way, we're talking about healthy young people, so it has sort of moved from strict prevention into really looking at what makes a healthy community and a healthy young person. So I think that's important.

Did we answer your question enough, in Alaska? Montean, is that right?

M. JACKSON: Yes, you guys sure did. Thank you so much!

L. WALLACE: Okay, good. I didn't know we got, and anyone else, I hope if you didn't feel like your question got answered, speak up. But I do want to, officially, turn it over to Aurora for this last half hour.

A. MATZKIN: Thank you very much, Laurie Jo. This is Aurora, again. And we did have a number of questions submitted in advance of the audioconference. And I think most of them have, actually, been answered by Laurie Jo. We did give them to her before

her presentation. But there are a couple of questions that I think maybe we haven't fully covered. So I'm going to go ahead and throw a couple of them out.

One is about *what suggestions do you have for groups that get so large it's difficult to manage the discussion?*

L. WALLACE: And was this groups of young people? Is that what the question, is?

A. MATZKIN: It didn't say in the question that was submitted. But maybe the person who actually submitted the question is on the call remembers? Why don't we assume that it's about groups of young people. We should all be so lucky, right?

L. WALLACE: Right. Well, I think big groups are very difficult. I think there are people that very skilled at it. I think this is true of young people *and adults.* And I think people are very comfortable addressing big groups of young people. But my spot on that is the more you can break it down into small groups, the better because it's going to give people more of an opportunity to talk, and to discuss things if they're in small groups.

Also, if you do have a conference setting. Someone talked about a big conference they're having, which sounds wonderful. A couple of people did. You know, if you're going to bring a lot of people together—and I've seen this happen over and over again—to have young people sit there and listen to a panel presentation, or one speaker who's not, particularly, motivating or exciting is really mistaken. And I think that those events *don't* really have young people helping plan them. I mean, I think having spaces for young people to talk, to discuss. I mean, the talk show format is great, where you can go out into the audience. Young people love that. Having someone who's really a great—I'm not saying that one-person speakers can't be great. If they know how to engage young people, and they're exciting and they're interesting, I think can be really engaging use of video, use of skits. All those things can be really engaging for young people if you have a big group and give them flip chart paper and have them address questions and come back, 'cause that's really the way they're going to have everyone's voice is gonna get heard more. But there's lots and lots of interactive activities and warm-ups and icebreakers, but also real training activities that are devised so people can be interactive and learn that way. And there's a lot of them in curriculums I'm sure many of you are familiar with them. But I think there's this tendency with the larger the group to become more didactic. And I really would recommend against *not* doing that with a large group. So I don't know.

A. MATZKIN: The other question that was submitted in advance was particularly about students developmental disabilities. We talked a little bit about high risk students. But if you could talk a little bit, specifically, about developmental disabilities?

L. WALLACE: Sure, again, I'm not an expert on engaging students with developmental disabilities. There *are* experts around it. I also think that there's a high percentage of young people who may have some developmental disability we don't know about. I think studies have shown some of that. So I think to be very careful about your reading level,

what you're asking young people to read, to partner people up with people that, um, you know, if you don't *know* people's reading level, that's something you wouldn't be able to partner people up. But if you *do,* then to partner people up sometimes with people that are more experienced with others, to be careful of second languages, also.

That's another area where a lot of times we lose people. I think the more interactive the activity, the more you can really engage young people with developmental disabilities. I think smaller groups, just the disabilities, or big ones is always better, and I think really learning something about that field. There are plenty of activities that are designed, specifically, for young people with short attention spans, or young people with learning disabilities. But, you know, any time you get into reading and writing with developmental disabilities, you may run into some issues. So not to say you *don't* want to do activities with reading and writing, but to be *aware* of who you're working with. I think that's a great group-leading training technique, is to always be aware of who's in your group. You may want to do sort of a pre/post, we call'em surveys sometimes so that the young people don't get really freaked out about tests. But we call it a *pre*-survey and a *post*-survey. So maybe to do some of *that* so you can sort of discover what some of the issues are for young people.

So those would be a few suggestions. I know quite a couple people work in special ed. I don't know if they have suggestions they want to put out there. [silence] Anyone? [silence] Okay. [laughs]

A. MATZKIN: The other question that we got in advance of the call that we haven't really touched on was about NIDA's Evidence-Based Prevention Principles. And the question we got was really general, so we wanted to kind of see if the person who asked the question was out there, and whether they had wanted to ask something more specific about NIDA's Evidence-Based Prevention Principles. [long pause] Okay, I don't hear anybody.

Why don't we skip over that one 'cause it was sort of a huge question that we really can't address on this call. At this point, I guess we could open it up to anybody who has remaining questions. We have about 10 or 15 minutes before we need to do the wrap up and evaluation and to allow everybody to get to whatever their next appointment or call is.

M. MCDEVITT: This is Mac, in Essex County, New York.

L. WALLACE: Hi!

M. MCDEVITT: Hi. I've been sitting here thinking about the whole youth development approach. And you touched on this a little bit, Laurie Jo. But what I'm thinking about is that when we talk about the approach, when we talk about those developmental outcomes, we're really talking about sort of what happens to the students, or to the youth in these relationships. So it still has a little bit of the flavor about doing it to somebody else. You know, the whole business about sort of the way we've thought about youth,

often, is *what are we going to do to them or for them?* And I just, you sort of touched on this, but what I'm thinking about is the reconceptualization where you start to think about what impact does it have on the adults? You know, you talk about the relationships. So as students engage in these relationships and in these processes, what actually begins to happen to the adults who are involved with them? And how does that impact the community—both the youth community and the larger community—when adults have the experience of engaging with youth as maybe full partners in a process, for instance. Are there any thoughts you have about sort of looking at it in a more, in terms of context and community and both sides of the relationship?

L. WALLACE: Yeah, I love that, and someone had brought that up, earlier. That's wonderful to me that you're thinking about that. I think a couple of things. One thing— just to go back to the outcomes—I think that the outcomes for young people, I think engaging them in looking at these outcomes and talking about which outcomes they think they want to master is a way to engage young people, as well as just we as youth workers are working with youth, deciding what outcomes what kind of outcomes we want to have. So that's one thing to think about. Or what are we doing when we do our program planning? What kinds of strategies are we using that are going to develop what kinds of outcomes? But if you have young people helping plan the program, they would be involved in that.

So I think that's one piece of it. But the other piece which you're really talking about is how do we know we know about the impact of the young people that we're working with. We know about that impact. We can measure that. There's been some studies about that. It reminds me of when I did a lot of peer leadership training. We did do quite a few surveys and evaluations on the peer leaders, themselves. And we found great things were happening for the peer leaders. But what about the young people that they—this is when we were doing much more peer education—what about the young people they were affecting? That was a much harder, sort of that second round. Evaluation was much harder to get. And what about the communities that they were operating in? The adults? The agencies? The schools? What kinds of changes were happening in those communities? That sort of impact, which I think you're talking about. It's really important to evaluate.

We were actually just starting a second level evaluation on our peer leader programs— which were state-funded—around what was the effect of the agencies that *had* peer leaders? They were all community agencies that had grants to hire peer leaders. And it got stopped because of funding. But I think *those* are the kind of things that we need to really *move* to in evaluating this field. You're right. It's not only about what happens to the young people. It's really bout 'do we meet our program goals better because we're involving young people?' We're actually involved right now with a campaign, working with girls and young women around osteoporosis. And it's a media and marketing, it's a big campaign where there was, it was a big hunk of money. It was very interesting, this hunk of money came down because there was this dispute around vitamins labeling. And so instead of doing the class action, they did a class action lawsuit, but they decided to put this money back out to the community for community health projects. So we got

some of it to help develop a campaign. We instituted a group of young women into teams, and a group of young adult women to be advisory groups the whole course of this year, who are stipended and learned a lot about the issue.

But also to really give feedback to the development of this campaign, which is going to involve a web site, and brochures, and advertising on the T, which is the public transportation.

I think what is really fascinating is to really sort of mark that and evaluate 'is that campaign a better campaign because we involved young people in it all along the way? That's what we're going to try to mark. It's a little bit difficult because I don't think anyone's, I think marketers or people, entrepreneurs all the time use focus groups of whoever they're trying to market to. But we've not seen—in the nonprofit world—a lot of this happening. So I think that's a really important place we need to move to with this approach, as well as the individual impact on adults that are working with young people. How do *they* gain? How do *they* get better—in their work and in their outcomes— because of young people?

M. GAGE: I think that's an important bottom line because at the National Search Institute Conference that was held in California, recently. And it's come up—they actually even a little bit in the National Safe and Drug-Free Schools Conference in Washington, DC, recently—that if the adults are not, let me say, healthy or supportive themselves, they eat the kids. So I think that is an important concept that we need to keep in mind with those two, in terms of the field of prevention as, you know, it's really the whole infrastructure. And are we relating with each other as, in terms of adults, the same way that young people would like us to relate to them? How do we measure that? And, again, in California, I know there's a couple of state-level folks on this call. Again, I really appreciate our department of education taking this lead in *requiring*—as part of our statewide survey—a resiliency module. Because it will really give us, it measures, maybe about 14 of the developmental assets in the search steps. But they're mainly around the school connected piece. And it's asking questions about, you know, how do you feel? As a young person, do you feel that somebody at the school really cares about you? I think it's going to be an amazing opportunity, throughout a state, to get that picture. And I don't think we quite realize the potential impact that that might have. But, again, it's an opportunity that it'll be very interesting to see what we do with that information.

L. WALLACE: Right. It sounds wonderful I'd love to hear more about it.

S. HUNT: This is Susan Hunt, in Glendale. Can I jump in here a little bit?

L. WALLACE: Sure!

S. HUNT: Are you there?

L. WALLACE: Sure. Go ahead!

S. HUNT: Relative to what she just said about the adults being squared away in their own self so that they don't end up sort of consuming the students? It also can work the other way, that if you have a broad spectrum of kids that you're listening to, then that's great. But if you end up with just one or two out of a particular student population, they can be kids with different agendas. They can end up skewing your view of what's going on on the campus, or in a particular setting, because of their own feelings about it. So you need to have a broad spectrum of kids at the table, *all* from a different sector, if you can do that. And that's the hardest thing, I think.

L. WALLACE: Yeah. That's a really good point. I mean, obviously, you want to reach out, just like we want to reach out to our different constituents. As adults, we really need to think about that for young people, too.

S. HUNT: Yeah, because I have sat around the table with a couple of kids how had a *very* negative approach of what they felt was happening on their campus because of their own personal experience, and their own personal spin on it. And other adults sitting around the table listening to these two were just horrified at what they were hearing. And it wasn't really an accurate picture of what was happening on that campus.

L. WALLACE: No, I can see that would be very concerning. So it's, again, it's about knowing, particularly if you're having young people represent to other adults. I just don't think it's fair to *any* person who's new to an opportunity—a new staff person, any new person—to have young people go into without thoroughly training them, and screening them, and talking to them about—I don't know screening them—but talking to them about what they're going to talk about. Because I think they *do* have a right to have their voice represented. But like I say, if it's only one voice, you want to try to get others. But also just to prepare with them a little bit, because if they really don't do very well, it's not good for the campaign. It's not good for promoting young people. And it's not good for them. So it's all the way around. But that's a really good point. Does anybody have any other barriers to involving young people they want to bring up? Or good things that have worked? Strategies that have worked?

M. GAGE: This is Marion. What we have found is that I think it does really when you do business. So I think you mentioned, Laurie Jo, about the issue about when you hold meetings. And so what we're finding is when you're working with young people, it's like you shift your time. So you end up working more in the afternoons than the evenings. And transportation is a big issue. So like in my county, if we do a county-wide meeting, that means I may be traveling an hour, transporting students to the meeting and taking them home. And then coming back home myself. So those are some of the considerations as you start working, more specifically, with youth and involving them that you maybe not have put in your time management thing. But those are also the opportunities, I found, where you can do that building relationship stuff. And those rides home after the meetings have actually proven to be, well it's valuable. But I think it is that level of commitment when you become a youth advocate, and you become a promoter of youth development, it, definitely it an expanded time commitment.

L. WALLACE: I agree with you. And I think it's really good. That's another reason it's really good to find out other people in your agency, or network, or coalition who might be really interested in doing this to support you because everyone only has so much time to take people home and to run around. And I think taking people home is an incredible relationship-building piece. It's where you can really end up spending a lot of time with young people. But you may need to have support in that. Maybe that's a place where you can have an intern, or a Mass. Promise fellow, or a local college intern, or an older young person, or even an elder who may be really interested in doing some volunteer work with you.

M. JACKSON: I have another quick question. This is Montean, again, from Alaska.

A. MATZKIN: Hi.

M. JACKSON: Hi. I also read this in the tips. I was wondering, is anybody having any risk factors with regards to transporting adolescents home? And how are they handling that?

L. WALLACE: Anybody?

M. GAGE: That is an issue that we had to look at, in terms of liability. So, Laurie Jo, your suggestion is appropriate. But it did not address the fact that a lot of different organizations have different policies regarding youth in it. And it can get cumbersome. But those are the exact issues. We have even looked at *hiring* policies, you know? Why should we have to go through the same level of hiring policies, especially in schools in California, everybody who hires, regardless of age, has to get a fingerprint, and this and that, even though we're only hiring a young person for five hours. So that is another example of the level of work it takes when you really, as an organization it takes youth development principles to take a look at your policy, your hiring practices, your things—how youth-friendly are we?

L. WALLACE: Right. That's a really good point. Sometimes they now are involving Cory checks for people that work with young people, which is another whole level of—I don't know if people are familiar with Cory checks, but it's checking your criminal record.

I think that, yes, in terms of driving people home, you *do* have to think about those issues, and you have to think about liability. I do think there are ways to do it. I think people can be aware. It can be in their own insurance. You can get parent permission slips that agrees with that. I mean, there is some work to be done, but I don't think it should be an insurmountable barrier. We've always found ways of dealing with it and having it be a part of our insurance, or working with other people's insurance, but you always have to get parent permission forms around that.

And in terms of paying young people, too, sometimes if you offer stipends, it can be different than actually hiring someone, although, I love it when you really hire someone

'cause then they go through that process, your agency goes through that process, and then they're a staff member. And that's a huge, integrating youth development approach when you actually have young people on your staff.

But I also think if that just seems insurmountable, you can provide stipends, you can provide incentives, or there are ways to do it so you don't actually have to hire someone that sometimes work in agencies.

A. MATZKIN: At this point, I'm going to jump in. This is Aurora, again. We are nearing the end of our time together. I just want to thank Laurie Jo for coming in and speaking with us for this couple of hours. We appreciate your time, greatly.

L. WALLACE: Thank you. It went by so quickly!

A. MATZKIN: It does go by very quickly, doesn't it?

L. WALLACE: I just wanted to end with one quote that I think is a great quote, before Aurora officially takes over for the rest of it. It's a quote from a book called *Urban Sanctuaries,* that was written quite awhile ago. I don't know, five, six, seven years ago. But it's about places in urban areas that are sanctuaries for young people, and why they are. It's sort of a beginning of the whole Best Practices issue. And this young man, Tito, says that "kids want to walk around trouble, but they need someone to walk *with,* and some place to walk *to.*" I really believe that's the work that we're doing with young people, is providing those things for them. So thank you all for doing that work, and being interested in this.

A. MATZKIN: Well, thank you. Thank you, Laurie Jo. The last thing we have to do is actually a brief evaluation. And at this point, Laurie Jo, you are welcome to leave us, if you'd like.

L. WALLACE: Okay.

A. MATZKIN: You're also welcome to listen to the evaluation.

L. WALLACE: Okay.

A. MATZKIN: What this is is a telephone poll, and our operator, Renee, I believe, is going to come on. And she's going to ask us a series—it's about eight questions, or so. You're just going to push different numbers on your telephone to answer the questions. We really do appreciate you giving us the feedback on this event. It really helps us with planning future events. And it will only take just a couple of minutes.

So at this point, I'm going to thank everybody for participating, and I'm going to turn this over to Renee, who's going to do the telephone poll. And at the end of the call, everybody can feel free to go ahead and hang up, and have a wonderful day.

RENEE: Thanks, Aurora. At this time, we'll conduct a brief, electronic survey. After I finish reading the entire question and all of the possible responses, please answer that question by firmly pressing the star key, followed by the number on your touch tone phone that corresponds to your choice.

If you're using a speaker phone, please make sure your mute function is turned off. This will allow your signal to reach our equipment. There will be a brief pause between each question, of course, to allow everyone the chance to respond. So we'll go ahead with the first question, which is *How much new information or ideas did you receive in the workshop?* Press Star 1 for *no* new information. Star 2, a *little* new information. Star 3, *some* new information. Star 4, a *lot* of new information. We'll pause just a moment.

All right. Our second question. *How likely are you to use the information or ideas that you received in this workshop?* Press Star 1 for *not* likely at all. Star 2, *not very* likely. Star 3, *somewhat* likely. Star 4, *very* likely. We'll pause just a moment.

We'll move on to our third question. *Overall, how satisfied are you with today's workshop?* Star 1 for *very* dissatisfied. Star 2, *somewhat* dissatisfied. Star 3, *somewhat* satisfied. Star 4, *very* satisfied.

Moving on to Question 4. *How satisfied are you with the audioconference format for providing technical assistance on this issue?* Again, *how satisfied are you with the audioconference format for providing technical assistance on this issue?* Star 1 for *very* dissatisfied. Star 2 for *somewhat* dissatisfied. Star 3 for *somewhat* satisfied. Star 4 for *very* satisfied. We'll pause just a moment.

On our next questions, *Please rate your satisfaction with* each *of the following aspects of today's workshop.*

The first one, *the quality of information presented.* Press Star 1 for *very* dissatisfied. Star 2 for *somewhat* dissatisfied. Star 3 for *somewhat* satisfied. Star 4 for *very* satisfied. We'll pause just a moment.

Please rate your satisfaction for the *opportunity for questions and discussion on today's call.* Star 1 for *very* dissatisfied. Star 2 for *somewhat* dissatisfied. Star 3 if you're *somewhat* satisfied. And Star 4 if you're *very* satisfied. We'll pause just a moment.

Please rate your satisfaction with the handouts and materials for today's conference. Press Star 1 if you're *very* dissatisfied. Star 2 if you're *somewhat* dissatisfied. Star 3 if you're *somewhat* satisfied. And Star 4 if you're *very* satisfied.

And our final question for today. *How many people listened to this event from your location?* In other words, how many people are sitting with you on your phone line? Press Star 1 for one additional person. Star 2, two additional people.. Star 3, three people. Star 4, four people. Five, and so on.

All right. Thank you all for participating in this call. You will be receiving an e-mail, giving you the opportunity to provide additional feedback, shortly. Again, thank you for your participation. You may now disconnect.

[END OF TAPE]